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ABSTRACT

The Labor Educational Advising Project (LEAP) was inaugurated in 1979 at Des Moines Area Community College to facilitate the provision of educational advising services within organized labor in Central Iowa. LEAP worked with local unions and union members to train a network of peer volunteers to provide educational counseling to workers interested in continuing their education. LEAP had four primary objectives: (1) to develop curriculum materials for counselor training workshops; (2) to conduct four 2-day workshops to train 80 educational advisors; (3) to assist 200 workers during the first year to participate in educational experiences; and (4) to provide an impetus for educational counseling within organized labor. The implementation of these objectives involved the development of a practical educational advising guide; the design and offering of an "Educational Advising Workshop for Labor Union Representatives" based on identified responsibilities of educational advisors; and the recruitment of contact persons at area educational institutions to serve as direct resource contacts for the advisors. During the first year after the final training session, several LEAP outcomes were observed, including an overall positive reaction to the training program; the continued activity of 28 of the 52 advisors who completed the training program; the provision of advisement to 364 workers by 13 advisors and the subsequent enrollment of 91 workers; and the recognition of educational advisors within the union structure. (HB)

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EDUCATIONAL ADVISING AT THE WORK SITE: STIMULATING WORKER INTEREST IN EDUCATION THROUGH A NETWORK OF LABOR EDUCATION ADVISORS

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INTRODUCTION

Workers' growing dissatisfaction with the nature of their work has recently stimulated a variety of efforts to enhance the quality of working life in the United States.[1] One particular concern is meeting the life-long learning needs of workers. A central focus in this effort is the stimulation of workers' participation in a variety of educational forums. This is usually achieved through training workers as "peer advisors" for their co-workers.[2]

One such project was inaugurated in 1979 by the Labor Studies Program at Des Moines Area Community College.[3] The primary purpose of the Labor Educational Advising Project (LEAP) was to facilitate the implementation of educational advising services within organized labor in Central Iowa. This paper describes LEAP and is divided into three parts: first, the need for educational advising at the work site; second, how this project satisfies that need, and stimulates worker interest in education; and third, the outcomes, limitations and recommendations of this project. Before addressing these issues, a few preliminary comments are needed concerning the labor movement in Central Iowa.

Over forty thousand men and women are organized in over seventy local unions. Approximately half of these organized workers are affiliated with the South Central Labor Council located in Des Moines. Each affiliated union elects delegates to the Council. These delegates attend biweekly

meetings. Through the Council's leadership, we contacted several unions that expressed interest in the purpose of the project. In gaining access to rank-and-file workers, we worked from the central leadership through the local affiliated leadership. (In cases where nonaffiliated unions expressed interest, we worked directly with the local union). Generally, labor leaders can identify those individuals who possess the necessary qualities to perform in an advising capacity. Due to the volunteer character of the project, these qualities had to be, in large part, innate to the individual. Local union leadership assisted in selecting people who in past union experience expressed qualities such as leadership, voluntarism, and activism.

WORKER DISSATISFACTION AND THE NEED FOR EDUCATIONAL ADVISING AT THE WORK SITE

Educational advising for nontraditional students smoothes the transition from work experience to the educational environment. Its primary purpose, in this case, is to help workers identify their needs, wants, and goals. This includes identifying those satisfying work experiences which lend themselves to continued education. In other words, work itself is an educational experience which can be translated into a more formal educational setting. The educational advisor must probe the worker's background to discover these linkages.

Who is going back to school? In a recent publication of Monthly Labor Review, it was reported "more than 1.5 million Americans thirty-five and over were 'taking a second run' at formal education in October, 1978."[4] Trends since 1972 indicate significant increases in enrollment for women, men, and

blacks over age thirty-five.

A recent article in U.S. News and World Report stated "the typical worker in 1963 kept a job for 4.6 years. Now he or she changes jobs every 3.6 years."[5] This job mobility is likely to increase as technology continues to displace workers, as unemployment varies in the 1980's, and as more women and minorities enter nontraditional occupations. Educational advising at the work site must anticipate these needs of workers.

In a recent study of a broad cross section of American workers by the Survey Research Center at the University of Michigan, significant changes were found in worker satisfaction. Between 1973 and 1977, worker satisfaction with their jobs declined from 52.0% to 46.7%.[6] Generally, these findings indicate less contentment and more frustration with work in America.[7]

According to Professor Jack Flagler of the Labor Education Service at the University of Minnesota, workers have developed a new work ethic in America. Breaking with the "Things Ethic or the 'Hog' Economy" which developed after World War II, the "Experimental Work Ethic" emerged in the late 1960's and encourages a variety of ways in which "people work to experience life and to do human, enriching activities."[8] Indicative of this trend has been the tremendous increase in recent years of the tuition rebate packages negotiated into workers' contracts.

In a recent study by the National Institute for Work and Learning, researchers estimate "that there are 198 negotiated tuition-aid plans in the United States that cover approximately 1,600,000 workers."[9] Yet, these benefits are greatly underutilized; actual participation ranges from 4.4% to

10%.[10] The study reveals that counseling is "reported as a concern by a large proportion of workers (50.7% overall)" who have tuition-aid packages available to them.[11] In addition, their findings suggest that "inadequate counseling services may act as a barrier" to worker usage of tuition rebate plans.[12] In their Summary and Recommendations, the authors conclude that:

> Whenever possible, counseling should take place at the work site. Career-related counseling can be a group activity, and co-workers or other company personnel can be trained to deliver these services... Counseling should be available to all workers.[13]

Who should be on the forefront of implementing these advising services? The labor movement should lead in this area of smoothing worklife/educational transition. According to Thomas Kochan of Cornell University, "75% of workers want their unions to enter these uncharted areas" of worklife education.[14] Carroll Hutton, Director of the Department of Education-International Union UAW, stated in a presentation at the first advising workshop for labor representatives:

> Within the very near future, we hope to have trained educational counselors working in every local union, so that when we confront technology and the problems it presents, we will not blink but we will take hold of the manifestation and master it.[15]

Organized labor must recognize the changing needs of its membership; if unions are to maintain their trusted position, they must negotiate new leadership roles in the 1980's. The LEAP Project facilitated this process by creating workshops for training a network of educational advisors within organized labor.

LEAP: THE IMPLEMENTATION OF ADVISING SERVICES AT THE LOCAL LEVEL

Based upon research of the Swedish Study Organizer Model and the Educational Advancement Program of the International Union of Electrical, Radio, and Machine Workers, a grant was submitted to the Iowa Community Service and Continuing Education Program under Title IA of the Higher Education Act of 1965.[16] In the Spring of 1979, the grant was approved and LEAP was underway by July of that year.

The LEAP Project had four objectives.[17]

1) To develop curriculum materials for a series of counselor training workshops to subsequently aid workers in engaging in lifelong learning activities.

In response to this objective, we wrote a practical educational advising guide for workers: LEAP: Educational Advising Handbook. (Hereinafter referred to as the Handbook). The Handbook was used both during the workshop as a workbook and after the workshop as a reference book for the advisor. In addition to the Handbook, each advisor returned home with a Mobile Advising Kit, which contains the college catalogs of the twelve post-secondary educational institutions included in the project and publications from various other programs concerned with lifelong learning. (See Appendix A for a list of participating post-secondary institutions).

2) To conduct four two-day workshop/seminar meetings for a total of eighty union members with leadership ability.

In response to this objective, we designed a two-day workshop, Educational Advising Workshop for Labor Union Representatives, and trained fifty-two

educational advisors in four workshops.[18] (See Appendix B for a list of unions who have trained educational advisors).

3) To assist two hundred workers in the first year to participate in educational experiences as a result of counselor training influence.

4) To provide an impetus for ongoing use of educational counseling within organized labor.

(Comments concerning these last two objectives may be found in the last section of the paper).

Initial planning for the accomplishment of these objectives focused on assumptions about the probable role of educational advisors in Central Iowa unions. The first and most significant assumption was that educational advisors would probably be serving in volunteer positions with no release time from work for advising. It was hoped that some unions would be able to negotiate release time for their educational advisors, but initially we envisioned advising taking place at brief encounters before and after work, during breaks and at union meetings.

The remaining assumptions were extensions of the first. Because of the volunteer nature of the job, we could not realistically expect prospective advisors to participate in an elaborate training program. This, of course, had implications for the selection of advisors, and it was decided to recruit union members who had a) demonstrated through other activities that they had the basic interpersonal communications skills needed to be an advisor, and b) a commitment to lifelong learning as evidenced by their involvement in

formal and informal learning experiences. Finally, the main thrust of the advisor's responsibilities should be the promotion of lifelong learning activities within their union membership and the dissemination of information about local learning opportunities. More in-depth advising, or counseling, would be discouraged. In these situations, advisors would be encouraged to make referrals to professionals within the participating educational institutions.

The next planning step involved the development of a job description that incorporated these assumptions. Seven major responsibilities were identified for the educational advisor:

1) Visit with co-workers about the benefits of lifelong learning.
2) Be informed about the various educational opportunities in Central Iowa.
3) Share educational information and advise co-workers about educational opportunities that may meet their learning needs.
4) Assist co-workers in identifying resources to help them clarify their education and/or career goals.
5) Help co-workers develop specific plans for implementing their learning goals.
6) Serve as a referral agent for co-workers to "contact persons" at educational institutions in Central Iowa.
7) Introduce and develop an educational advising program within your own union.

These job responsibilities also became the major learning objectives of the educational advisor training program.[19]

The workshop was divided into two major sessions. The Friday evening session, held at a local labor hall, introduced participants to the concept

of lifelong learning and traditional educational terminology. Included in the evening's learning activities were short lectures, small group brainstorming of the barriers and benefits of education, and a quiz which involved the participants in solving basic educational questions.[20] In addition, a keynote speaker representing the education department of an international labor organization addressed the workshop about workers' growing involvement in lifelong learning.[21]

In the Saturday section of the workshop, held at the Des Moines Area Community College Campus, participants learned basic modes of educational advising, planning and referral. The day's activities included lectures, role playing, small group activities, and a tour of the campus. The workshop concluded with an emphasis placed on procedures for implementing the advisor's services in the local union.[22]

To facilitate each advisor's access to various educational opportunities in Central Iowa, we recruited fifteen Educational Contact Persons representing technical schools, labor programs, and university programs. Each educational contact person understood the purpose of the LEAP Project and made a special commitment to assist in the successful implementation of the project objectives. They functioned as direct resource contacts for the advisors.

OUTCOMES, LIMITATIONS, AND RECOMMENDATIONS OF THE LEAP PROJECT

Evaluation of the LEAP Project centered on the immediate impact of the training program and the longer term effects as training participants returned to their local unions and implemented their advising program.

Overall reaction to the training program was very positive. Ninety-six

percent of the participants rated it as excellent or very good. Individual program topics rated as most beneficial were those dealing with the advising and referral process itself. The least beneficial part of the workshop involved activities conducted during the first night of training. Finally, when asked if they would need any further assistance or training to carry out their advising program, seventy-nine percent said yes, a response that was expected because of the decision to keep the training brief. The two most frequently mentioned areas of further assistance were advising skills and knowledge of local educational opportunities.

Nearly a year and a half has passed since the completion of the final training session. During this time the complexion of the advising programs has changed considerably. Of the original fifty-two advisors, eight have either moved or changed work and sixteen have done little to advance their programs. The remaining twenty-eight advisors have been more or less active.

The results of a recent survey indicate the extent to which the LEAP Project accomplished its third and fourth objectives. During the first year after our final training workshop, 364 individuals received assistance from thirteen advisors. Confirming our original assumption about the locality of the advising process, the majority of these individuals requested educational assistance while at work and at union meetings: 111 and 149 respectively. Of the total receiving help, ninety-one actually went back to school. Although the project did not reach its third objective, the

total number who requested educational assistance indicates great interest in education and counseling at the work site.[23] One indicator of the ongoing use of educational advising within organized labor, the fourth objective, is the role the educational advisor has assumed in the local union. Nearly half (6) of the respondents indicate they are recognized educational advisors within their union structure. Only two of these six lack an education committee and one advisor actually has paid release time to assist co-workers with their educational needs. Official union recognition of the advisor's role would seem to be a necessary component to the durability and longevity of educational advising in local unions.

Unfortunately, the Educational Contact Persons have not maintained contact with each advisor. As a result, the quality of advising has changed. Without a variety of updated educational material from each institution, the advisors have tended to rely upon Des Moines Area Community College for the primary source of educational opportunities. Specifically affected has been the Labor Studies Program since it is well known by the advisors and offers training in subjects related to their immediate work/life situations. The lack of continued contact between advisors and Educational Contact Persons suggests that a two year grant would be preferable to a one year grant.

Some questions should be raised concerning the limitations of this project. We must understand the nature of the role of advisor itself. It is a volunteer role for union members whose spare time is oftentimes already taken up by other union activities. Until this position becomes a paid po-

sition, what can be done to assure the successful implementation of advising services within organized labor? Our original point was that labor unions must recognize the importance of this position. Official recognition would do a great deal in legitimizing this service. Unions must recognize two limitations of these advisors at the present time. First, advisors are trained to do advising, not counseling. Counseling skills, however, may be developed over time with further education for the advisor. Thus, advisors must learn how to make referrals when they come across problems which they are not equipped to handle. Second, we must distinguish the advisor from the study organizer. The study organizer is really more involved in the total learning experiences of co-workers. Perhaps this is something we should strive for in the paid advising positions, but under the present volunteer system the concept of study organizer really expects too much. The first step, then, in resolving these limitations is to achieve union recognition of advising services within the local bodies.

Those unions whose members have access to tuition rebate plans could approach management with a proposal to institute educational advising on a formal level. This plan should include union recognition of each educational advisor through the creation of an education committee within each union. Where these committees already exist, the advising role can be incorporated into the functions of the committee. In addition, one or two hours a week of company paid release time should be negotiated for the advisor to develop materials related to the tuition-aid plan and her/his services. Providing this release time would create an incentive for each

advisor to spend additional hours of personal time in assisting co-workers with their educational concerns.

In conclusion, projects such as the one just described are beginning to take form in many places throughout the country. They have arisen because workers are expressing greater interest in humanizing the work environment. They are resisting the conventional relationship with ownership/management. Their unions have responded by negotiating new work arrangements and tuition rebate plans. With assistance from technical experts, workers can implement advising programs in every work shop in this country. Careful consideration must be given to the questions raised by the LEAP Project before embarking on a similar project in your area.

Appendix A

LIST OF PARTICIPATING POST-SECONDARY INSTITUTIONS IN LEAP

American Institute of Business

AFL-CIO Community Service Program

Des Moines Area Community College

Labor Studies Program - DMACC

Dept. of Comm. & Adult Education, Des Moines Public School System

Drake University

Grand View College

Iowa Midwest Training, Inc.

Iowa State University

Iowa Truck Driving School

Lincoln Technical Institute

Labor Center - University of Iowa

Marshalltown Community College of the Iowa Valley Community College District

Simpson College

United Electronics Institute

Appendix B

LIST OF UNIONS HAVING EDUCATIONAL ADVISORS

Individuals from the following unions are presently educational advisors in Central Iowa. Four persons are currently full-time students without labor affiliation.

(8) American Federation of State, County, and Municipal Employees

(4) American Postal Workers Union

(6) United Rubber Workers

(4) Communication Workers of America

(3) Amalgamated Transportation Union

(6) United Auto Workers

(2) International Brotherhood of Electrical Workers

(2) Operating Engineers

(1) American Federation of Government Employees

(1) Office and Professional Employees International Union

(1) Bricklayers

(1) Teamsters

(2) Laborers

(1) International Association of Machinists

(1) Graphic Arts

(1) International Pressmen

(1) Carpenters

(1) National Treasurers Employees Union

(1) Plumbers and Steamfitters

NOTES

1. See especially, Louis Davis and Albert Charns (eds.), The Quality of Working Life, Vol. I & II, The Free Press, New York, 1975; and J. Richard Hackman and J. Lloyd Suttle (eds.), Improving Life At Work: Behavioral Science Approaches to Organizational Change, Goodyear Publishing Co., Inc., Santa Monica, 1977. For an excellent description and systematic analysis of various work reform projects in Western democracies see Paul Bernstein, Workplace Democratization: Its Internal Dynamics, Transaction Books, New Brunswick, 1980, and Daniel Zwerdling, Workplace Democracy, Harper and Row Publishers, New York, 1980.

2. Two comprehensive training manuals exist in the field. See Arlen Twedt, Gene Brown, and Evelyn Anderson, LEAP Educational Advising Handbook, Des Moines Area Community College, Des Moines, 1979, and Harvey Schmelter, Linking the Worker to Post Secondary Education: A Manual For Training Study Organizers in America, College Entrance Examination Board, New York, 1980.

3. The original idea and its development came from C. John "Dutch" Klegwegt, Chairperson of the Labor Studies Program at the college. See Central Iowa Labor Educational Counseling Program, Title I Grant from the Iowa Community Service and Continuing Education Program, Iowa City, 1979.

4. Anne McDougall Young, "Back to School at 35 and Over, October, 1978," Monthly Labor Review, August, 1979, p. 53.

5. Sara Fritz, "New Breed of Workers," U.S. News and World Report, September 3, 1979, p. 35.

6. Fritz, op. cit., p. 38.

7. This growing worker discontent is also discussed in HEW, United States Department of Health, Education, and Welfare, Work In America, Colonial Press, 1974, Chapter 2.

8. Quoted from: "The Future of Work May Mean More Leisure," Ankeny Citizen, April, 1979.

9. Ivan Charner, et. al., An Untapped Resource: Negotiated Tuition-Aid in the Private Sector, National Manpower Institute, Washington, D.C., May, 1978, p. 27.

10. Ibid., p. 19.

11. Ibid., p. 65.

12. Ibid.

13. Ibid., p. 79.

14. Fritz, op. cit., p. 38.

15. Carroll M. Hutton, "In the Era of Lifetime Learning: The Labor Movement is a Learning Community," a presentation at the EDUCATIONAL ADVISING WORKSHOP FOR LABOR UNION REPRESENTATIVES, Des Moines Area Community College, October 26, 1979, p. 7.

16. The concept of Study Organizer originates in Sweden. As a paid leave position under a law passed in 1974, the Study Organizer assists co-workers in developing educational plans in diverse areas of study, both informal and formal. Often the Study Organizer will participate in group learning situations, after initiating the educational plan. The Educational Advancement Program began in 1969 under the direction of the Education Department of the International Union of Electrical, Radio, and Machine Workers (IUE). As a voluntary program, it resembles the LEAP Project more than the Study Organizer Model. However, the IUE has provided their advisors the structural union recognition necessary for long term success. Comparatively, the Study Organizer functions more as a total counselor and is much more involved in the entire educational development of co-workers than the LEAP Advisors and the IUE Advisors. On the Study Organizer concept, see Birger Viklund, "Rising with One's Class, Not Above It: Adult Education," Current Sweden, No. 153, March, 1977, p. 1-5. On the IUE Program see "Educational Advancement Program, 1969-1972," International Union of Electrical, Radio, and Machine Workers, 1973.

17. Abstract of the Central Iowa Labor Educational Counseling Program, Des Moines Area Community College, November 16, 1978, p. 3.

18. The total workshop was ten hours long. The registration fee was $5.00 and participants received one Continuing Education Unit of credit. At the completion of the workshop they were awarded a certificate of completion through Adult and Continuing Education at Des Moines Area Community College. The fifty-two advisors represent over thirty thousand workers in Central Iowa. Of the fifty-two advisors, forty were men and twelve were women; all but two were white. They represented age groups from 18-60, and their educational backgrounds ranged from high school completion to advanced graduate degrees.

19. A more thorough description of these objectives may be found in Twedt, et. al., op. cit.

20. A total of fourteen groups reported the following barriers: fear of school-eleven, too old-eight, and lack of self confidence-five. A total of fourteen groups reported the following benefits: job promotion-thirteen, improved self-esteem and better pay-twelve each, enhanced family life-six, and imvolvement in community-five.

21. Keynote speakers included Carroll Hutton with the United Auto Workers, Gloria Johnson with the International Union of Electrical, Radio, and Machine Workers, Ed Czarnecki with the American Federation of Labor and Congress of Industrial Organizations, and John Dowling with the American Federation of State, County, and Municipal Employees.

22. A detailed description of the workshop may be found in Gene Brown and Arlen Twedt, "Labor Educational Advising Project: A Practical Model for the Future," Paper presented at the REGIONAL DIALOGUES OF WORKLIFE EDUCATION, Minneapolis, March 24-25, 1980.

23. These data were gathered by the author in a survey administered in April/May, 1981. Only fifteen of the potential fifty-two advisors responded. Two surveys were not included in the analysis because the respondents were students without union affiliation.

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